B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

The proposed student population is to include a diverse mix of all backgrounds and ages. Northland has a high proportion of under achieving children from low socio economic backgrounds that we propose to target. We strongly believe that possessing a diverse student population fosters understanding, empathy and improves social skills. This fits well with our ethos in building Capability, Character and Confidence in every child.

Describe any challenges to learning that the proposed student population may face.

Students must possess a positive attitude to learning and be self-responsible.

Due to the rural nature of our school, we will require transport funding to help low income families send their children to Springbank. The school is a 10 minute drive from Kerikeri, and a 20 minute drive from nearby towns such as Kaikoura, Parihaka, Waitangi, Raeti and Moerewa.

Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pacifica, learners from low socio-economic backgrounds and learners with special education needs.

2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

The Springbank Learning Framework, with a strong focus on academic excellence, will be used as a foundation for all students. Springbank employs registered teachers that are passionate, experienced and motivated. This ensures our students are consistently stimulated, challenged and supported throughout their schooling. We also embrace competitions, events and exams which enable us to quantitatively benchmark our students with other schools nationally and internationally. Children are encouraged to:

- Have a positive attitude to life and to all that they do. 'Attitude is everything'.
- Strive for their own individual best effort in all endeavours.
- Be persistent. Focus and effort lead to success.
- Be consistent. It is the daily commitment to doing the best that they can that gets excellent results.
- Manage their time effectively. Be efficient.
• Plan, prioritise and set goals. Evaluate their progress.
• Celebrate their successes. Be proud of their achievements.

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMoA) please describe how this aligns with the key elements of one of these documents.

Springbank School follows the International Cambridge Curriculum at Years 1-9 in English, Science and Mathematics. The remaining subjects follow the New Zealand Curriculum (NZC), and we have developed our own school-wide enterprise curriculum which is a strong feature of our school. At Years 10-13 students study the International Cambridge Curriculum exclusively.

We have developed our own wider learning framework (developing areas such as leadership, sports and enterprise) to ensure our students become well rounded young adults.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

The International Cambridge Curriculum is globally recognised and allows our students to compete not only against New Zealand, but the world. It helps to provide a clear, accurate and timely evaluation of student achievement throughout the year.

Students from low income families will benefit from our education programme through clear expectations for achievement, motivated teachers that are supportive and encouraging, and a learning framework that allows flexibility to follow their passions.

In our experience, priority learners thrive on clear expectations, hard work, self-discipline, encouragement and a culture that celebrates success.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

Springbank School has proved that the right environment can produce exceptional results, both quantitatively and qualitatively. Many of our success stories relate to priority learners that have been labelled as problems by local schools, but thrived at Springbank.

One example is a recent Aspire Scholarship recipient (Scholarships offered to low income families). Since coming to Springbank School he has found his passion in Enterprise. He recently

The change we have seen in just two years has been phenomenal and he is now a highly confident young person.

We have also recently received this unsolicited testimonial from a parent:

My son started Springbank at the beginning of 2012, in Year 6. After much turmoil and heartache at his previous school, Springbank was a joint decision between my immediate and extended family.

Those who knew my child prior to starting at Springbank can all attest to the immense change in his behaviour. I cannot express enough what a life changing experience Springbank has been for him. Where he lacked confidence, he now has it in bucket loads, where he lacked self-esteem, he now believes in himself, where he lacked work ethic, he now knows the pay off of perseverance. He speaks with confidence, looks people in the eye, stands up for himself with respect and knows clear boundaries. If it was not my son that had transformed before my eyes, I would not believe anyone else who told me a school could change a child the way my son has changed. If he goes to school
grumpy or disinterested, he will always come home happy, bouncing and full of animated stories about his day. From an academic perspective, I was worried with him being in a state school for 5 years and how he would 'keep up'. However, he has excelled across the board. The most fascinating aspect is he barely knows how much he is learning from day to day, yet his mind is brimming with new knowledge. Everything they appear to learn seems to be taught in such a fun, exciting way. Perhaps the teachers are so passionate about what and how they teach it rubs off on the children? The facts he brings home, or the work is has been set is far more challenging than I thought he would be capable of doing, yet he does it with ease and with motivation. He is no longer the 'trouble maker' or the kid who gets detention everyday. He takes pride in who he is, he cares about where is going and he knows his teachers do as well.

I am so proud of my son for the hard work he has put in this year and will endeavour, at all costs, to keep his education at Springbank until he leaves school. I cannot thank the principals and his teachers enough for giving him the chance to show them what an amazing kid he is.

Over the last 15 years we have collected a number of similar letters and emails. It is clear when we receive letters like this that we are achieving our objectives and changing lives, on a daily basis.

How will the learning environment look through the eyes of a learner in your school?

To a new entrant (of any age), Springbank School's learning environment typically appears different through the following:

- A safe and caring environment
- Positive teachers, community and student peers
- A strong achievement results focus
- Accountability for action
- A strong discipline policy and zero tolerance to drugs or bullying
- An inability to slip through the cracks or remain unnoticed

Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:
- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TME + are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.